**Year 9 English Issues Unit:**

***“Are Australians Racist?”***

1. Read through the background to the issue and the context.
2. Go through articles (a mixture of feature and news articles as well as editorials and letters to the editor, blogs, opinion articles, community group data sheets and the like) with class. Get some to read them out and you read out others.
3. Get students into groups with one article each. They are to read through each article and draw up a table like below. An example is given:

|  |  |  |  |
| --- | --- | --- | --- |
| **Article** | **Contention** | **Arguments** | **Evidence** |
| “School racism theory flawed” by Andrew Bolt | That Australians are not racist. | Australians allow migrant children to attend our best schools | “85 per cent of the students at most selective state schools in NSW are from non-English speaking backgrounds, mainly Asian.” |
|  |  | Migrant attitudes have made Australia a smarter society. | “The fact that Asian and Indian parents in Australia tend to be especially keen to make their gamble of coming here pay off, at least through the achievements of their children.” |

They should fill it in as a group, then collate as a class-all students to have copies of the notes. Then, they are to start thinking about which side they’ll take and why.

1. Complete the activity on the issue below. This could take two periods (William’s Taxonomy).
2. Students to fill out form below. This could take two periods. Discuss such things as beginning with your strongest argument and ending conclusions with a strong statement or a perspective on what the future may hold if their opinion is not acted upon. They are to submit this plan for checking by you prior to the double-period in which they write the essay. You are to sign that you’ve checked it and that you’ve discussed any problems with them. They are then to attach it to their essay, with their reference list, at the end of the designated double.
3. Work on essay. Students are to choose one of the following scenarios:

You are a student who is currently studying Australian history. Write an opinion article for your school newsletter outlining your opinion on the topic: “Are Australians racist?”

You are an Aborignal Australian. Write a speech to be presented at a local festival, outlining your opinion about whether Australians are racist.

You are a politician who has been following the issue in the media. Write a letter to the editor outlining your viewpoint on the issue: “Are Australians racist?”

You are an immigrant to Australia, studying at university here. Write an editorial for the university’s newspaper, outlining your viewpoint on the above issue.

**Extended Brainstorming –a.k.a. William’s Taxonomy**

Extended Brainstorming or Williams Taxonomy is a tool which assists students to develop different types of thinking. It helps develop **cognitive** thinking (thinking is based on facts) and **affective** thinking (thinking which employs emotions). It does so by posing eight different types of questions. Complete the questions below.

***Are Australians racist?***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Cognitive Thinking** | | | | **Affective Thinking** | | | |
| **Fluency** | **Flexibility** | **Originality** | **Elaboration** | **Curiosity** | **Complexity** | **Risk taking** | **Imagination** |
| …encourages   * Lots of ideas * Lots of solutions * Lots of possibilities * Lots of consequences | … encourages   * Different sorts of ideas * Different directions * Adapting thoughts * Adapting ideas | … encourages   * A new idea * A better idea * An unusual idea | … encourages   * An expanded idea * A more detailed idea * An enhanced idea * A more complex idea | … encourages people to ask   * Suppose that? * What if? * When might? * Where could? | … encourages people to ask   * What reason could there be? * What contributes to? * What makes people…? * What factors contribute to…? | … encourages people to ask   * Why do you think…? * Justify why… * Which is better? * Decide and explain… | … encourages people to ask   * How would you feel if…? * Pretend that… * Imagine yourself in… * Think of a time when… |
| * List 4 types of racism. * What values do Australians associate with multiculturalis-m? * Suggest 3 factors that determine whether someone is “Australian”. | Consider the similarities and differences between the treatment of Aboriginal Australians and native Americans. Draw a Venn diagram to show your response. | If you were the Prime Minister, what would you suggest to combat racism in Australia? Be specific and give reasons for your choices. | You are to host a meeting of members of ANTaR, the mayor of Knox, the council of Knox, local politicians & Aboriginal Australians & Torres Strait Islanders. You are asked to prepare an agenda for the meeting. What will you include on the agenda? Who is going to speak and about what? What will be the priority of the items? | Suppose that the White Australia policy was still in effect today. What would the social, economic and political effects of the policy be on our national community? | What reasons could there be for the recent rise in debate about whether Australia is racist? Is this generation more or less prejudiced about other cultures than previous generations? Why/why not? What effect does this have on our understanding of who we are as Australians? | Suggest another national issue that Australia faces and justify why this is more important to debate than racism. Include the sorts of values that are associated with this prioritisation. | Imagine that your great-grandfather was an Aboriginal Australian. Write what your perspective on this issue might be and how you feel about his experience of the treatment of Aboriginal people by Anglo-Australians. What goes through your mind as you watch others suggest that Australians are not racist? |

**Preparation for Persuasive Essay**

Please fill out this sheet and submit it to me for checking to help you plan your essay, responding to the topic:

*“Are Australians racist?”*

1. What is your contention? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What arguments are you going to use in your essay? a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3a. What argument are you going to use for your rebuttal paragraph? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3b. How will you rebut this argument? Dot point the argument and evidence you will use:

Argument:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What will go into your introduction? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What will go into your conclusion? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Prepare your reference list now. Below is an example of how to reference an article:

Graham-Prowse, Felicity, “Racism” in The Age, 12/3/06.

Make a list of all the articles you refer to in your essay and submit for checking, too. You will then simply attach this to your essay after you have written it.

Mrs. G-P’s signature that she has approved this plan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

**Attach this plan to your essay with your reference list.**